

Community Goal # 1

GOAL STATEMENT: Our children and youth will excel academically through improved academic success.

Leadership Team

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Membership & Diversity

The Taskforce membership consisted of a cross section of individuals and professionals in Spartanburg. Representatives from the local school districts, adult education and learning centers, non-profit organizations, businesses, the faith community, higher education institutions, and community organizations made up a diverse Taskforce. (See appendix for individual listings).

A total of four (4) meetings were held with the Taskforce committee over the course of three (3) months.

A total of five (5) meetings were held with the Leadership Team.

APPROACH & METHODOLOGY

Assumptions

In order to achieve the goals of academic excellence and access to education and training to compete in a global economy, our community must work together on:

1. Exploring best practices in the community and beyond for student achievement, including those described in the Clemson Report.
2. Providing professional development programs for teachers, counselors, and administrators to support high expectations for all students;
3. Developing and supporting collaborations among schools, other agencies, business/industry, and higher education institutions.
4. Expecting that all students should have a safe, non-threatening school environment.
5. Providing support for families as the first and most important educator in a child's life.
6. Developing a catalogue or inventory of education programs from preschool to post-secondary education as part of the development of a resource guide that lists, by locale, quality education programs for children and their families.
7. Recognizing that there are students of all ages whose disabilities result in special education needs and outcomes that must be considered with appropriate educational opportunities and goals.

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8. Developing and utilizing the Asset Mapping process as the key to identifying strengths, challenges, gaps, and opportunities for community programs and services.
9. Creating a community mindset that gives support to schools, students, and teachers from the community, e.g., business/industry, families, faith-based groups, non-profit organizations, etc.
10. Creating a “college-going” culture in the community. One of our assumptions is that all students will go on to post-secondary education.

Decisions: Prior to beginning this process, a number of key decisions were made. Listed below are some of the areas that needed to be decided prior to the Taskforce committee’s work.

- 1.) It would be difficult to focus on individual school districts as we set goals for the community at large. Therefore, it was decided to consolidate data into a county-wide average when possible.
- 2.) The test data directly impact the school systems; thus, there needed to be involvement from each district. The individuals chosen from the districts are in leadership capacities as it relates to curriculum and instruction.
- 3.) Support from the area superintendents was important as we moved forward in the process. Thus, a meeting was conducted with the superintendents prior to the Taskforce work commencing.
- 4.) Six (6) of the indicators in Goal 2 directly impact what is taking place at the high school level. After meeting with the leadership team of Goal 2, it was decided that we would move those indicators to Goal 1 for the purpose of this process.
- 5.) It was agreed by the committee members that we would accept the data as presented in the Community Indicators VI Report and focus the committee’s attention and energy on developing goals and strategies.
- 6.) There will be future changes in the way that data are reported based on new requirements at the state level for schools and school districts. SAT, for example, now includes a writing portion.
- 7.) Some of the indicators were difficult to quantify. For indicators such as SAT, AP, ACT, PACT, Exit Exam, providing a measurable outcome was relatively easy. However, looking at indicators like eligibility for gifted and talented programs, retention rates, advanced degrees, graduates entering college, and GED rates, it was difficult to provide a specific goal target because a number of factors influence these outcomes beyond the scope of the educational system. It was decided that directional goals would best serve these indicators.
- 8.) The Taskforce concluded that the minority achievement gap could be more a factor of socio-economics (poverty) than race. While the Community Indicators Edition VI reported separate data for minority groups, the Taskforce determined that for the purpose of setting targets we would focus on the comprehensive data. The influence factors address the achievement gaps that prevail in the minority culture within Spartanburg as well as with the students who live in poverty.

Prioritization Process

After targets were set for each of the indicators, a multi-voting process was used to determine what the priorities would be. Each individual prioritized the indicators based on what they deemed to be most important. The process used to do this was very similar to what many groups did in the past by

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placing stickers on the indicators they felt were most important. After input was given, the indicators receiving the most votes were prioritized. Listed below are the indicators by priority.

1. High School Retention/Dropout Rates
2. Palmetto Achievement Challenge Test (PACT)
3. GED Certificates Awarded
4. High School Graduates (Entering Postsecondary Education/Training)
5. SAT & ACT
6. Exit Exam Passage Rates
7. Advanced Placement (AP)
8. Eligibility for Gifted and Talented Education (GT)
9. Teachers with Advanced Degrees

KEY FINDINGS

The Clemson Research/Findings and Key Discoveries:

The findings from the research conducted at Clemson University indicate that there is a diverse set of influence factors across the 10 goals and 60 indicators. The same is true of the indicators within Goal 1. The influence factors were broken down into three areas or principle categories that addressed student achievement at the k-12 level. These categories included the Community, School, and Family.

The study further suggests that there are commonalities among the influence factors and suggested programs and policies. For example, socio-economic conditions (poverty, unemployment, racial composition, job, income levels) are contributing factors to most indicators. A vibrant economy is critical to providing a high quality of life and a promising future for residents. Likewise, a strong family structure underlies many influence factors related to health, education, crime and safety, and aging. As such, trade-offs exist among these indicators. An increase in high school retention rates will positively impact college enrollment, GED certificates, etc. In addition, quality pre-school programs and youth development programs ultimately contribute to higher test scores, lower crime rates, and better adult health.

Thus, it is critical that as we begin the process of improving the quality of education in Spartanburg County, we avoid short-sighted political considerations and that we focus on the benefits of long-term planning. Program benefits and costs must be considered and resources should be allocated based on the programs that will yield the highest return. A case in point centers on retention rates. This issue has received much attention from a number of educational, professional, civic, clerical, and political entities. It may be determined that the high school retention rates in Spartanburg County should receive the greatest attention in the Community Indicators process. If so, then a long-term plan should ensue that encapsulates the many indicators that influence the drop-out and retention rates. This strategic planning is complex and a coordination program is the only way to lead to significant change.

Public Input

A meeting was held with the superintendents of the seven (7) Spartanburg school districts. The purpose of the meeting was to receive input about the process and to address any misconceptions or concerns.

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In March of 2005, an African-American Family Summit was held at Carver Junior High School to discuss the indicators. Education was a primary topic.

The local ministerial associations conducted two summits: The Faith Community Summit and the Christian Community Summit. The Faith Community Summit listed high school retention rates as being the number one issue facing Spartanburg County. The Christian Community Summit listed high school retention rates as the top issue facing education.

Strategies for Student Achievement on Exams and Standardized Tests

Goal: To increase the performance of students on achievement exams and standardized tests.

Possible Collaborations:

- Daycare and Preschool Programs
- Districts and Schools
- Faith Community
- Non-profit Organizations
- Local Libraries
- Higher Education Institutions
- Business and Industry

Suggested Best Practices/Resources:

- Review Successful Programs from other Districts
- United States Department of Education <http://www.ed.gov/parents/>
- South Carolina Department of Education <http://www.myschools.com/tracks/parents/>
- Review Incentive Packages Being Offered in Other Communities
- College Board (www.collegeboard.org)
- ACT (www.act.org)
- 21st Century Learning Centers (<http://www.ed.gov/programs/21stcclc/index.html>)

Indicator Targets

<u>Indicator</u>	<u>Current</u>	<u>2010 Goal</u>	<u>2020 Goal</u>
PACT (Grade 3) *ELA	85.1	100% Meeting Standard	100% Proficient (NCLB)
PACT (Grade 5) ELA	78.1	100% Meeting Standard	100% Proficient (NCLB)
PACT (Grade 8) ELA	75.4	100% Meeting Standard	100% Proficient (NCLB)
PACT (Grade 3) Math	83.2	100% Meeting Standard	100% Proficient (NCLB)
PACT (Grade 5) Math	79.5	100% Meeting Standard	100% Proficient (NCLB)
PACT (Grade 8) Math	70.2	100% Meeting Standard	100% Proficient (NCLB)
SAT	1015	At or Above National Avg.	Above National Avg.
ACT	19.8	At or Above National Avg.	Above National Avg.
Exit Exam (Seniors)	95.3-98%	100% Passage by Senior Yr.	100% Passage by Senior Yr.

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Advanced Placement	61% scored 3-5	-Score Above National Avg. -Increase Number of Exams -Increase Enrollment	-Score Above National Avg. -Increase Number of Exams -Increase Enrollment
*ELA = English/Language Arts			

Strategy 1: Implement “upstream” actions to prepare children for success when they enter school.

Suggested Taskforce Objectives:

- Increase attention to public and private daycare and preschool programs to ensure adequate stimulation and nurturing of preschool children. Over time, the early intervention and pres-school initiatives will impact high school retention and other education goals.
- Provide for a greater commitment to preschool education programs, especially the programs that provide intensive education over a lengthy period to children from disadvantaged homes.
- Provide support for families as the first and most important educators in a child's life.

Strategy 2: Develop a focus on achievement.

Suggested Taskforce Objectives:

- Focus on student achievement and reward schools and districts for increased student achievement.
- Explore best practices in the community and beyond for student achievement.
- Continue efforts to reduce class sizes in elementary schools. There are both financial and personnel issues, as this requires additional funds and also requires a larger pool of teachers.

Strategy 3: Create and support culture changes in key areas.

Suggested Taskforce Objectives:

- Support changes that include greater involvement and responsibility of fathers with their children.
- Provide access for at-risk children and their families to quality education programs for all ages: preschool, day care, and after-school, along with their K-12 programs.
- Create a community mindset that gives support to schools, to students, and to teachers from within the community, e.g., business/industry, families, faith-based groups, non-profit organizations, etc.
- Create a “college-going” culture for the community. One of our assumptions is that all students will go on to post-secondary education.

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Strategy 4: Look to Best Practices.

Suggested Taskforce Objectives:

- Review the Clemson Report for their suggestions.
- Engage the business/industry community for all the help, direction, resources, and support needed from them to improve education in our community.
- Secure community support in identifying resources that can be used as incentives (including financial incentives) to encourage students to achieve higher academic goals to complete high school, and to go on to post-secondary education programs and training.
- Investigate alternatives for creating a high-quality work force, that includes incentive packages (including financial incentives) in order to recruit and retain quality teachers and other education staff.

Strategy 5: Focus on 40 Developmental Assets as defined by the Search Institute.

Suggested Taskforce Objectives:

- Educate the community on the 40 Developmental Assets.
- Train various groups on identification of the 40 Developmental Assets within children and youth.
- Develop strategies for incorporating the 40 Developmental Assets at multiple levels, e.g., schools, churches, community, etc.

Strategies for lowering the dropout rate and increasing graduation and retention rates

Goal: To reduce the county dropout rate while increasing the graduation and retention rates of our high school students.

Collaborations, Possible Resources and Best Practices:

There is no one magical, quick fix solution to the dropout problem. The problem is complex and requires a complex array of solutions. Dropouts have dissimilar characteristics and therefore need different kinds of programs which respond to their individual circumstances and needs. Programs, to be effective, need to provide one-on-one intensive attention to at-risk students, who often must be convinced that they are competent and can be successful in school. The curriculum should include basic educational skills, social skills, and experiential education. In addition, the interrelated causes and multiple problems associated with dropping out call for comprehensive communitywide, multi-service approaches and multi-component programs.

Children at-risk need to be identified at a young age (as early as preschool) so that early sustained intervention can be applied. Success in the elementary grades diminishes the possibility of later dropping out in high school. The key to reducing the dropout rate is helping youth to overcome their sense of disconnectedness. It is imperative not to isolate or alienate any students from the school.

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Not all factors related to dropout reduction are school controllable, and solutions to the complex problem of dropouts cannot be achieved by the schools alone. It is a national problem which must be addressed by the whole society. It requires resources that go beyond the school, and solutions require a team approach--the combined efforts of students, parents, teachers, administrators, community-based organizations, and business, as well as the federal, state, and local governments.

E. Gregory Woods

<i>Indicator</i>	<i>Current</i>	<i>2010 Goal</i>	<i>2020 Goal</i>
Dropout Rates	27.6%	-Continuously decrease the dropout rate -Continuously increase the retention/graduation rate	100% Retention Rate (NCLB Goal)

Strategy 1: Create flexible alternatives to educating high school students.

Suggested Taskforce Objectives:

- Create and identify flexible alternative programs for educating high school students.
- Consideration should be given to distance learning, flexible school hours, alternative programs, credit recovery programs, etc.
- Focus particular attention on providing programs that help students during the challenging transition from middle school to high school, and at other critical transition points in students' school careers.
- Provide opportunities for alternative diploma success.
- Include centers for teen pregnancy prevention and support, if needed.
- Catalogue or inventory alternative programs as part of the development guide that lists, by locale, quality education programs for students and their families.

Strategy 2: Develop a resource guide that lists by locale, quality education programs that currently exist in Spartanburg County as it relates to high school graduation rates, retention rates and dropout rates.

Strategy 3: Recognize that a number of influence factors (teen risk behaviors, student achievement, poverty, etc.) within the home, school, and community impact dropout and retention rates. A comprehensive holistic approach involving cooperation among diverse public and private agencies should be utilized.

Suggested Taskforce Objectives:

- Create culture changes in key areas, such as greater involvement and responsibility of fathers for their children.
- Examine and expand the role for business and industry in promoting high school completion, e.g., mentoring, adopt-a-school programs, etc.

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- Develop and implement incentive programs to encourage students to complete high school, e.g., the Spartanburg County Foundation Citizen Scholar Program.
- Provide for the education needs of teens who are pregnant or who are parents:
 - o consider creating one center for their education in order to encourage them to stay in school, learn parenting skills, and work on their babies' early learning;
 - o develop resource guides to include information about existing education programs that may be of help to pregnant teens;
 - o look to other organizations for participation in planning for these programs such as health departments, local hospitals, community non-profits, etc.
- Provide opportunities for high school students to contribute back to their community through community service programs.

Strategy 4: Involve the family in the student's educational experiences and equip parents with the skills needed to work with their children.

Suggested Taskforce Objectives:

- Work with parents so that they have better skills and can serve as their child's first teacher in literacy.
- Provide quality early childhood programs, such as tutoring, counseling, instructional technologies, mentoring, reading and writing programs, and remedial education focusing on reading, writing, mathematics, science, and social studies.

Best Practices

The following best practices were taken from the NW Regional Educational Laboratories School Improvement Research Series (SIRS). The information was compiled by E. Gregory Woods in his research on "Reducing the Dropout Rate."

Based on the research they have conducted and analyzed, researchers have offered recommendations for holding at-risk students longer in school and reducing the dropout rate. These recommendations are a synthesis based on the work of the 1993 National Education Goals Report; Goal 2 Work Group (1993); School Superintendents and U.S. Department of Education (1990); Dryfoos (1990, 1993); Wehlage (1991); Winters, et al. (1988); Peck, et al. (1987); Presson and Bottoms (1992); and Conrath (1986).

Nation/States/Cities

1. Implement a consistent recordkeeping system that will allow comparable high school completion and dropout data to be reported on a regular basis.
2. Design and support research that informs educators and the public about those aspects of students' experiences that determine whether or not these students complete secondary school. Move toward developing and advancing theoretical concepts that treat retention, graduation and school completion as consequences of a dynamic interaction of such variables as student characteristics, school context, occupational prospects, and cultural influences, and that represent dropouts as students who are part of a social world and who interact with the people and institutions that surround them. Such theories offer a rationale for dropout programs based on the motivating properties of students' lives and for future research and design of dropout prevention programs.

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3. Establish a management information system (MIS) that provides basic and common data on all students.
4. Examine the effects of course failure, grade retention, out-of-school suspension, and other practices that appear to impact at-risk students negatively.
5. Encourage the decentralization of large schools and school systems, creating smaller units characterized by site-based management.
6. Encourage the development of new curricula and teaching strategies designed for diverse groups of at-risk students.
7. Hold schools accountable for their dropout rates through a system emphasizing outcomes and results.
8. Develop broad-based community partnerships aimed at serving at-risk youth.

DISTRICT

1. Make school dropouts a district-wide concern, and focus on changing institutions rather than changing individuals.
2. Intervene early. The timing of interventions is critical, i.e., in preschool and middle school. Continuity of effort must be maintained.
3. Set and communicate high expectations.
4. Select and train teachers who are interested in working with at-risk students.
5. Recognize that there is no one solution to this problem; risk factors are interrelated. Provide a broad range of instructional programs to accommodate students with different needs.
6. Provide a package of services within each community. Work with families, churches and other community organizations to develop a collaborative program for dropout prevention. "The strongest area of agreement [between experts' opinions and program practices] is in the efficacy of collaborative, communitywide multi-component programs using a variety of approaches." (Dryfoos 1990, p. 34)
7. Encourage and support programs that motivate parents to participate at all levels of their children's education.
8. Establish strong permanent alternatives as part of a comprehensive strategy of dropout prevention. Alternative schools should be high-status organizations, receiving resources commensurate with the tasks they undertake and the success they demonstrate.
9. Develop and implement a collection system for data on dropouts, and use it to identify groups at risk, set policy and fund programs at the national level.
10. Train staff in methods for identifying at-risk youth.
11. Focus on a team approach for working with at-risk youth.
12. Develop model programs with parents, teachers, business, government, and community participation.

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13. Educate children to meet the changing demands of a technological society, not just to get a job in today's market.
14. Provide curriculum that is process oriented as well as content oriented.
15. Strengthen model programs for disadvantaged youth by providing a summer component.
16. Conduct broad-based needs assessment and planning efforts that include parents, students, businesses, and social agencies working with youth and community organizations, as well as teachers and school administrators.
17. Provide dropout prevention activities for all levels, K-12, with an emphasis on early intervention.
18. Review and revise as necessary organizational variables, policies and procedures affecting the school's ability to meet the needs of high-risk youth. This should include review of student-teacher ratios, discipline policies and procedures, absenteeism, truancy, suspension, failing grades, and retention policies.
19. Expand networking as the capacity to create linkages across groups. The dropout problem is a community, business, economic and social problem.
20. Select staff based not only on subject area competency, but also on the ability and desire to provide a respectful caring environment that responds to the needs of the whole child.
21. Build into the program ongoing staff development as well as evaluation and feedback.

SCHOOL

1. Identify, target, and monitor potential dropouts early in their high school careers, and continue monitoring their progress as they move through high school.
2. Establish high basic competency expectations for targeted potential dropouts.
3. Enroll targeted potential dropouts in a planned program of vocational and academic study.
4. Use applied instructional strategies to teach basic competencies.
5. Expand targeted students' personal views of their career and education potential and opportunities.
6. Use an interdisciplinary team of vocational, academic, and support personnel to plan and monitor curriculum and to provide extra instructional support to targeted students.
7. Implement a program of personal attention and extra instructional support to targeted students.
8. Involve business and community leaders in retaining students in school and advancing basic competencies of targeted students.
9. Involve parents. Research conducted by staff of the Southwest Educational Development Laboratory states that some parent involvement programs have produced effects on student achievement "ten times as large as that of socioeconomic status."
10. Reassess the relevance of all educational programs which should reflect students' current and longer-term social and economic interests.

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- 11. Make a positive school climate and positive relationships high priorities in the school and in the classroom. Students need to feel attached to school as a supportive community that recognizes their individuality and that cares about and promotes their success.
- 12. Students at risk need to have their efforts at school-work recognized and rewarded.
- 13. Address conditions beyond school as feasible and appropriate. Students' out-of-school problems often need to be addressed before they can succeed academically.

Strategies to expand the usage of GED programs for high school dropouts and encourage and prepare GED holders for future education

Goal: To expand the usage of GED programs for high school dropouts and encourage and prepare GED holders for future education.

<i>Indicator</i>	<i>Current</i>	<i>2010 Goal</i>	<i>2020 Goal</i>
GED	141 per 100,000 GED Certificates Awarded	-Increase the number of adult citizens receiving GED certificates	-Increase the number of adult citizens receiving GED certificates
		-Decrease the number of school age residents receiving GED certificates	-Decrease the number of school age residents receiving GED certificates

Strategy 1: Encourage communication and collaboration between adult education programs and postsecondary education programs.

Suggested Taskforce Objectives:

- Develop collaborative objectives related to GED participation and passing rates:
 - o Higher participation and passing rates on GED for students ages 25+ years old.
 - o Lower participation rate on GED for students ages 16-24 years old. The intent is to aim for a high school diploma.

Strategy 2: Provide assistance in the transition from GED programs to postsecondary education programs.

Suggested Taskforce Objectives:

- Create and support ease of transition from GED programs to technical schools.
- Identify trends related to GED and technical training. For example, it should be noted that many college graduates are seeking technical training in order to be competitive for jobs.

Strategy 3: Encourage recent high school dropouts to return to school rather than seek a GED.

Strategy 4: Recognize that a number of influence factors (such as teen risk behaviors, student achievement, poverty, etc.) impact dropout, retention, and GED rates. A comprehensive holistic approach involving cooperation among diverse public and private agencies should be utilized.

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Strategy 5: Provide common incentives to GED holders to pursue postsecondary education and training.

Suggested Taskforce Objectives:

- Encourage and prepare GED holders to seek further education.
- Include technology skills at all levels of education.

Strategies for student participation in Gifted and Talented (GT), Advanced Placement (AP) and Honors Classes

Goal: To increase student participation in Advanced Placement (AP), Gifted and Talented (GT), and Honors programs.

<u>Indicator</u>	<u>Current</u>	<u>2010 Goal</u>	<u>2020 Goal</u>
# AP Exams	1560 Exams Given	Increase the number of exams given in Spartanburg County High Schools	Increase the number of exams given in Spartanburg County High Schools
# AP Students	866	Increase the number of students taking AP Exams in Spartanburg County High Schools	Increase the number of students taking AP Exams in Spartanburg County High Schools
Eligibility for Gifted and Talented Education	Between 7.6 – 23.2%	Increase the percentage of students eligible for gifted and talented courses	Increase the percentage of students eligible for gifted and talented courses

Strategy 1: Increase emphasis on the importance of post-secondary education for all students.

Suggested Taskforce Objectives:

- Live up to the "College Town" name with a community that respects and uses all post-secondary education opportunities with the expectation that all students will go to college.
- Explore best practices in the community and beyond for student achievement.

Strategy 2: Provide education for students and their parents that clarify and support the objectives and benefits of taking a rigorous curriculum.

Suggested Taskforce Objectives:

- Create scholars programs.
- Provide summer academic programs.
- Establish support groups and tutoring programs for minority and low-income students taking Advanced Placement (AP) courses.
- Provide support and education to parents whose children are enrolled in academically challenging curricula.

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Strategy 3: Create flexible alternatives to educating academically advanced students.

Suggested Taskforce Objectives:

- Provide distance learning opportunities.
- Establish dual credit courses.
- Develop collaborations between high schools and local colleges.

Strategy 4: Provide Emphasis and support for minority achievement.

Suggested Taskforce Objectives:

- Provide education programs for minority and low income parents to clarify the objectives and benefits of a rigorous curriculum.
- Establish support groups and tutoring for minority and low income students to take a more rigorous course load.
- Use summer academic programs to better prepare students for challenging curricula.

Strategies for increasing the percentage of students entering post-secondary education

Goal: To increase student enrollment in post-secondary education institutions.

<i>Indicator</i>	<i>Current</i>	<i>2010 Goal</i>	<i>2020 Goal</i>
High School Graduates Entering Postsecondary Programs	63.8%	Increase the percentage of students entering 4 year, 2 year, and technical/community colleges.	Increase the percentage of students entering 4 year, 2 year, and technical/community colleges.

Strategy 1: Create a “college-going culture” for the community. The goal should be that every child will receive a postsecondary education.

Suggested Taskforce Objectives:

- Live up to the “College Town” name with a community that respects and uses all post-secondary education opportunities.
- Create scholars programs.
- Provide college academic programs for middle and high school students.
- Expand programs, such as Ed Op to expose parents and students to post-secondary opportunities.

Strategy 2: Create flexible alternatives to educating students.

Suggested Taskforce Objectives:

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- Provide distance learning opportunities
- Establish dual credit courses.
- Develop collaborations between high schools and local colleges.
- Develop technical training programs that will serve both academic and non-academic students for employment competitiveness.

Strategies for increasing the percentage of highly qualified teachers and teachers with advanced degrees.

Goal: Increase teacher qualifications (experience, level of education, subject area expertise, etc.) in order to raise student achievement.

<i>Indicator</i>	<i>Current</i>	<i>2010 Goal</i>	<i>2020 Goal</i>
Teachers with Advanced Degrees	53.8% - 65.7%	Increase the percentage of teachers with advanced degrees	Increase the percentage of teachers with advanced degrees

Strategy 1: Secure community support in identifying resources that can be used to recruit and retain a high quality workforce.

Strategy 2: Provide incentive packages for new teachers coming to Spartanburg County.

Strategy 3: Continue communication and collaboration between schools and local colleges while providing educational and degree opportunities for teachers and administrators.

CONCLUSIONS:

1. Leadership:

- Vision:** We need a leader to take this phase of the Community Indicators process to the next level. However, for the long-term commitment and follow-through, the leadership role must be expanded beyond one person to a leadership team.
- Political Agendas:** Historically, political agendas may have overshadowed community needs. That cannot be allowed for the Community Indicators project. Our leaders must move beyond “status quo.”
- Leadership Initiatives:** Programs such as the Grassroots Leadership Initiative are essential to the success of these Community Indicators goals by bringing more people into the process.
- Passion:** We must take passion and move it to action!

2. Community Involvement and Action:

- Interconnectedness:** This is a real strength of the process as we have realized that all of the Community Indicators are interconnected. They also provide interconnectedness of the entire community of all ages, ethnic groups, socio-economic levels, genders, etc.

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- B. Community Changes: The Community Indicators project is an internal process that looks at the “workings” of the community. We are on the right track for successfully addressing the Community Indicators goals.

Unemployment is higher than a decade ago.

Studies suggest limited opportunities for young people to stay and work in our community.

We need to encourage professionals who work here to live here.

Major industries have been lost, particularly textiles and agriculture.

The world is changing to a technological culture which requires more specialized training and an educated workforce.

We need to foster a Black middle class as a group for connectedness among people.

- C. Community Support:

Community groups and organizations need to step up to the plate for supporting students who have the potential for professional careers.

We need role models and mentors for our young people.

Spartanburg City and County need to work together in order to be successful in making these important community changes.

We need community support for the long-term nature of this project.

- D. Factors related to the educational goals and strategies may be divided into three principal categories:

- (1.) Community Factors (Faith, Civic, Business, funders/non-profit, etc.);
- (2.) School Factors (Local schools, day care and pre-school programs);
- (3.) Personal/Family Factors (Home and Community).

POSSIBLE COLLABORATIONS AND PARTNERSHIPS

- Civic Organizations
- Rotary (Interact)
- Kiwanis (Key Club)
- Lions
- Ruritan
- Fraternities & Sororities
- Local Foundations
- Spartanburg County Foundation (Citizens Scholars)
- Mary Black Foundation
- Urban League of the Upstate

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- Boys and Girls Club of Metro Spartanburg
- Carolina Counseling, Inc. (Attendance by Choice)
- United Way of the Piedmont (Imagination Library)
- First Steps
- The Reading Clinic
- Parents and Families
- Hungry for Hope Ministries
- Upstate HUB
- City of Spartanburg
- Spartanburg Public Libraries
- FENCE
- Upstate Workforce Investment Board
- Junior Achievement of Spartanburg
- Middle Tyger Community Center
- The Arts Partnership of Greater Spartanburg
- Adult Learning Center, Inc.
- Adult Education
- Chamber of Commerce and Area Councils
- Boy Scouts of America, Palmetto Council
- Spartanburg Tenants Association
- Faith Community
- Charles Lea Center
- Schools and Districts
- Spartanburg 1
- Spartanburg 2
- Spartanburg 3
- Spartanburg 4
- Spartanburg 5
- Spartanburg 6
- Spartanburg 7
- South Carolina School for the Deaf and Blind
- McCarthy-Tezler
- Alternative Education Programs
- Spartanburg County Alternative School

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- Other alternative programs within the community
- Spartanburg County Parks and Recreation
- Life long learning
- Artist Residencies
- Muse Machine
- Teacher Training
- Artist Training
- Arts Education: Kennedy Center Partners in Education
- College Town Initiative and Local Colleges
- University of South Carolina – Upstate
- Wofford College
- Spartanburg Technical College
- Spartanburg Methodist College
- Sherman College
- Converse College

Community Goal # 1

TASKFORCE PARTICIPATION

<u>Name</u>	<u>Organization</u>
1. Dr. Russell Booker	Spartanburg School District One
2. Dr. Sheila Breitweiser	South Carolina School for the Deaf and Blind
3. Dr. Chuck White	South Carolina School for the Deaf and Blind
4. Sheila Garrison	The Charles Lea Center
5. Benjamin Wright	Spartanburg Terrace Tenants Association
6. Danny Burns	Southside Learning Center (Adult Education Director)
7. Terrell Ball	Wofford College
8. Mike Swaim	Swaim and Brown, PA, and Boys and Girls Club
9. Dr. Charles Love	University of South Carolina – Upstate
10. Dr. Arthur Grant	Council for Community Empowerment & Daniel Morgan
11. Bill Brasington	The Adult Learning Center
12. Dr. Deryle Hope	Spartanburg School District Two
13. Dr. Glen Carson	Spartanburg School District Four
14. Dr. Jim Ray	Spartanburg School District Three (attending one meeting)
15. Mary Seamon	Spartanburg School District Three
16. Scott Turner	Spartanburg School District Five
17. Molly Talbot-Metz	Mary Black Foundation
18. Dr. Clay Turner	Spartanburg County Foundation and Faith Community
19. Craig Jacobs	Workforce Investment Board and SCSDB
20. Sheldon Mitchell	The Urban League of the Upstate
21. Stan Davis	Leadership Consultant (attended several meetings)